

# School Activities

SAY CAN YOU SEE

1955



Charity—Area Joint Senior High School, Butler, Pennsylvania



Preparing Annual Christmas Display—Dixie High School, New Lebanon, Ohio

## **THE CLEARING HOUSE**

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Published monthly, September through May

by

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Teaneck, New Jersey

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# School Activities

**HARRY C. MCKOWN, Editor****RALPH E. GRABER, Associate Editor****C. R. VAN NICE, Managing Editor****VOL. XXVII, No. 4****December, 1955**

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1041 New Hampshire Street, Lawrence, Kansas. Single copies 50 cents. \$4.00 per year.

Entered as second class matter at the post office at Lawrence, Kansas, under the Act of March 31, 1879.  
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# *As the Editor Sees It*



The usual remedy suggested for juvenile delinquency is additional recreational opportunities and facilities, the assumption being that opportunities for good wholesome activity will "fill the idle mind," teach the youngster to "be a good sport," to "play ball like a man, etc." This can hardly be successful because it is not direct enough.

The delinquent is diseased, emotionally, socially, and mentally. He himself knows that he is weak, unstable, disliked, and unwelcome. So he becomes resentful, rebellious, and hostile. However, because delinquents are not alike, nor for the same causes, assuming that they will be cured with a generous dose of medicine from the same bottle is nonsense.

School extracurricular, and community recreational, activities represent a sort of "office" where a "doctor" can meet the delinquent and his troubles headon. But, obviously, the "office" is not enough; there must also be a competent "doctor."

We see no justification whatever for the plan, used in many schools, whereby the candidate for council membership is required to get signed official approval from the sponsor, teacher, dean, principal, or from the council itself. We know all the arguments for such a procedure, and there is not a sound one among them. Such a restriction is but a reflection of the fears, jealousies, and misinformations of the faculty. It is unsound educationally, unfair, and illogical. Getting student signatures on a formal petition for candidacy is the opposite.

Some student councils organize a Christmas Card Exchange within the school. The cards (often sold by the council) are addressed to students and teachers in the various home rooms and are dropped into appropriately decorated boxes throughout the building, from which they are collected, stamped (with the name of the school), assorted, and delivered the following morning. Christmas seals are used as stamps. An idea for your council?

A weakness of many assembly program schedules—too many preachers. True, these men are reputable citizens, sometimes really good speakers, and represent a significant area of community life. And often they bring a certain importance, dignity, and caliber to this event. However, assuming that all they say is gospel, or that all students and teachers listen (mentally) to this gospel, is something else.

Occasionally, OK, PROVIDED the presenter is GOOD enough to attract and hold attention by his own force, not by the force of his position. The first brings sincere interest; the second, only spurious courtesy—if even that.

This question often arises at student councils: Whose job is it to organize, promote, and install an honor organization or society, the council's or the faculty's? Although, officially, the faculty naturally has the final "say," it is the responsibility of both groups. All national organizations require approval by the faculty or administration; and even a purely local organization would never be official without it. However, the council can do much in getting pertinent information, arousing interest, helping to develop plans, and in organizing and staging the installation and induction. To repeat, it is a job for both, jointly.

Extracurricular activities represent a part of the school's program, and a big part. Therefore they represent a part of every teacher's load, and an important part. As such they should be a part of the teacher's REGULAR load, not an addition to it.

Christmas programs again, so remember the danger of lighted candles. A bit of hot tallow on a hand, a jostle from a slight misstep, a bit of flame on a flimsy garment, and PANIC—which hardly represents the Christmas spirit.

Well, naturally, and sincerely, the Seasons' Greetings—both of them. We'll be seeing you in 1956.

*An integral part of a well-organized school is the home room--medium for orientation, announcements and discussions—a myriad organizational activities.*

## That All-Important Home Room

Narrator: Our report is on the home room. Through a socio-drama, we will try to show you the results of our findings. Our performance will be in two acts. The first act is a teachers' meeting of The Woodrow Wilson High School. This is the first year that the High School is in existence.

Many of the teachers have been teaching in the elementary school on provisional certificates and are transferring to the high school. Some are from other systems and even from other states. However, all have been hired in June and all have been asked to do some research on the home room situation.

Today is the day for them to report on their findings and decide whether to have a home room or not.

In the first act we will bring you our findings on the purposes and functions; problems which support need for some kind of home room organization; types of organization, and types of home room activities.

We are ready if you are.

### ACT ONE

#### Scene One

Principal: Good afternoon! It certainly is

#### Our Cover

The upper picture was submitted by the Butler Area Joint Senior High School, Butler, Pennsylvania. It shows some of the members of the Future Homemakers of America sorting clothing that had been collected for shipment to Korea. This is one of several civic activities sponsored and promoted by the student council. Other comparable projects were toy collection for needy children; sale of milk to students; council CARE Crusade; prize donations; and public auction. These are a few of the many Council activities. See story on page 123.

The lower picture was furnished by the Dixie High School, New Lebanon, Ohio. Mr. F. N. Reister is principal of the school. It shows a group of students painting and preparing some of the colorful Christmas display preparatory to mounting it on the front of the school building. Much of the work had been completed by the students in the school shop. This is an annual activity of students and faculty of the school and traditionally projects the cherished Christmas spirit into the community.

#### A COMMITTEE IN CLASS WITH

*W. Scott Smith*

*State Teachers College*

*Montclair, New Jersey*

nice seeing all of you again. My, you're looking wonderful. It seems that hard work agrees with you; and all the research you have been doing on the home room situation has no doubt made experts of you.

Teacher A: I may not be an expert, but I certainly know much more than when I started.

Teacher B: That goes for me, too.

Principal: I'm glad to hear that. I can see you're all bursting with knowledge, so let's get on with the discussion and share our findings. I must say it was most generous of you to give up a day in mid-summer to attend this meeting.

Now is there anyone who would like to get the ball rolling? First, however, let me say that the home room organization is a movement which appeared in the large American high school some time in the twenties. At our last meeting in June, when we met to discuss the subject of home room, we felt that to have a home room organization in our high school just for the sake of tradition was senseless.

We also decided that to have a home room just as a meeting place to read the Bible, salute the flag, take the roll, collect money during school campaigns and drives was pointless. Some of you even said, "Let's do away with them entirely. They're a waste of time and this time can be put to better use elsewhere." Is there anyone who, after the research he has done, still feels the same way?

Teacher C: Well, I was against the home room in June, but I feel very strongly that we should have a home room program now.

Principal: Does anyone else have anything to add?

Teacher D: I had an opportunity to talk with several high school principals and they all expressed the opinion that the home room is a vital part of the whole high school program.

Teacher E: We had a short "coke-fest" before you came in Mr. —, and I believe that we're all of the opinion that the home room program is a worthwhile thing, and we should

give it a try.

All Teachers: (Mumble approval.)

Principal: Fine! Miss —, I believe that you acted as secretary at our last meeting. Will you be willing to carry on and jot down the highlights of this meeting?

Teacher D: I'll be glad to, Mr. —. The first topic I have in my notes to be reported on is the purposes and functions of the home room; and, that is my topic.

The most important function of the home room, I would say, is to provide a place where students feel at home in an informal natural atmosphere, with a sympathetic sponsor to whom he may go for advice and assistance.

Another function is to provide a place where the student can be known as an individual; where he is the subject studied, worked with, and learned about. The formal atmosphere of the classroom is replaced by the informal and friendly atmosphere of the home room. It is the life of the school; the student is the curriculum.

Harry C. McKown states that a very important function of the home room is to provide an avenue for the guidance program. It is quite possible for the sponsor to assist for he has direct contacts with the pupils, learns to know them personally and intimately, and these knowledges and experiences can be capitalized for the benefit of the individual members of the class.

The home room is the one place where desirable pupil-teacher relationships may develop. The regular teacher of subject-matter can never know very much about her individual pupils through classroom contacts. This is because of the very nature of the class itself; it is not an individual affair and, because of the presence of the other members, there is comparatively little opportunity really to know pupils personally. Then too, she can never learn to know her pupils intimately because she is held responsible for the success in the subject which she teaches.

The home room provides a place where administrative routine may be handled effectively and efficiently. Some authors place this function first and others place it last on the list. In my opinion this function should be provided for each day at the very beginning of the school day. I would say that 10 minutes should be enough for opening exercises and attending to administrative routine such as banking, collec-

tions, announcements, etc. When we start making out schedules, I should like to see if we can provide for that 10 minutes and not make the school day too long.

I readily understand that certain activities such as campaigns or drives, would require more time. These activities would be carried on during the regular home room period.

Teacher D: For our next item we have the purposes or objectives of the home room.

Teacher A: The major objective of the home room is the working out of a device whereby the teacher will assume responsibility for some small integral unit of the school and make the problem of those individuals his problem for the sole purpose of aiding those pupils in planning the future.

The secondary objectives are administrative efficiency and curricular enrichment.

To develop desirable teacher-pupil relationship is very important. It is difficult for a teacher who has normally five classes a day, totaling about 150 pupils, to get to know these pupils individually. Her emphasis is on the subject she teaches rather than the pupil. Even if she does get to know them, she cannot learn about these pupils in her classes as she can if some additional opportunity is made such as clubs, teams, and other various activities. The good home room teacher gains the confidence and respect of her students, becomes their friend, helper, and inspirer.

A fine home room teacher whom pupils learn to respect, appreciate, and love can have more influence on the lives of her pupils than a dozen teachers of formal subjects.

Teacher B: Yes, that is so and because of the informal nature and its emphasis upon enjoyment and consumption rather than upon study and production, the home room offers a fine practical opportunity for all pupils of the school. The members react to its program, exhibitions, demonstrations, talks, reports, addresses, and other presentations in a natural way uninfluenced by marks, fear of non-promotion, teacher displeasure, etc. He learns to comment and criticize freely, and so hopes to set the standards which, because they are his, are more acceptable to him.

Teacher A: A home room teacher must also understand some of the differences between the elementary and the high school, and he must have an opportunity to appreciate the need for some of the necessary regulations of the high

school. It has been said, "As the family is to society, so the home room is to the school."

Teacher D: The next item to discuss is the problems which support need for some kind of home room organization. What caused it to develop? Do we need it?

Teacher B: The increase of the pupil-teacher ratio makes it imperative that some method be devised whereby pupil-teacher rapport may be established, and, consequently, that we may regain some of the values of the little red school house which have been lost in our rapid advancement.

The great need for the many extracurricular activities has called for a form of organization which will facilitate the management of the numerous branches of these activities.

Teacher A: It is impossible to allocate all of the items which come up in the regular courses. The home room aids in taking up the slack. Provision must be made for all pupils to take advantage of opportunities, to participate in citizenship practice and activities.

Teacher D: Types of organization is the next item listed.

Teacher C: There are two types of home room grouping: (1) Administrative, which is for the purpose of keeping records, holding elections, maintaining discipline, ordering supplies, and providing guidance. It is also a means or channel for communicating with the community. (2) The Non-Administrative type is set up with the following principles in mind: developing school morale, participation in various activities, encouraging pupil initiative, promoting leadership, encouraging self-expression, teaching democratic living, and bringing the pupil and the community into contact.

Roy O. Billet, in making the national survey of secondary education dealing with individual differences, gives the following of the 16 most used plans of grouping found in 289 schools selected out of 2,740 studied: (1) I.Q. from group mental test; (2) Average scholarship in all subjects combined; (3) Application or effort; (4) Average of faculty ratings of ability; (5) Group intelligence test score or mental age; (6) Average scholarship marks; (7) One teacher's rating of ability; (8) Educational or achievement test-age or score; (9) Physical maturity; (10) Health; (11) Social maturity; (12) Educational or achievement quotient; (13) I.Q. from individual test; (14) Individual intelligence test-score or mental age; (15) Types

of home environment; (16) Score from prognostic test.

In addition to these I would say that there are others that are important and deserve our consideration: (a) Alphabetical grouping; (b) By sex; (c) Cross-section which is composed of all grade levels; (d) By courses pursued.

Whatever organization is decided upon, Elbert K. Fretwell sets a scale for judging home room grouping: Is it simple, workable, adaptable, democratic, does it foster participation in citizenship activities, does it fit the organization of the school?

Principal: Mr. —— has given us quite a list of groupings. Has anyone any opinions? Let's discuss this for a moment.

Teacher C: I have done some investigating and find that the best way and most feasible is by courses and then intelligence ratings within the group.

Teachers: (Mumble agreement.)

Principal: We will decide then that we are all of the opinion that grouping by curriculum or course—business, college, general, etc., and then intelligence within the class is the best for our situation, since the main function of the home room is one of guidance.

Teachers: (Mumble approval.)

Teacher D: Now we have the types of activities and how they lead toward citizenship.

Principal: Under this topic I should like to talk about the guidance phase of the home room.

It must not be assumed that vocational, or any other type of guidance, for that matter, can be completely and effectively done through the home room alone. The home room can, however, foster, aid, and abet the general guidance program. Neither do we expect that the home room sponsor will be a trained vocational counselor, and therefore, cannot be considered in any sense as a substitute for a school guidance counselor. However, it is quite possible for the home room sponsor to assist in the general program of guidance.

Since the home room sponsor has direct contacts with the pupils, learns to know them personally and intimately, the sponsor can prepare the individual students for the interview. The sponsor can alert the guidance counselor when the sponsor sees any evidence of a particular guidance problem.

You might attack the guidance problem through the aspect of vocational guidance. En-

courage each student to select a tentative vocation—make some kind of choice. That vocation may be a profession, or merely a job. Then assign the task of learning all that he can about the features of the profession or job that he has chosen. For example, many boys want to be doctors and know nothing about hours of practice, clinic attachments, etc. Have them make a detailed study of the vocation of their choice for the first step. Then have them give the reports orally before the group.

The second step is to determine what the educational prerequisites are. You are now bringing in the educational guidance. What courses will help the student prepare for his goal? What other techniques or skills will have to be learned? What institution of higher learning must be attended?

Again, the students give an oral discussion of their findings. In this manner they learn a great deal about types of vocations and also about the colleges and universities in this country. Incidentally, each of you will acquire a fund of information.

I also think it's a good idea to have the students make some type of study of their fathers' profession or job, and the educational requirements concerning it. This oftentimes stimulates the interest of the father and gets him thinking of his child's future.

I am talking too much and time is passing. I believe we are now to find out how citizenship enters into the home room guidance.

Teacher E: First of all, it must be understood that citizenship is not the function of just the home room, but of the entire school. The contribution made by the home room, however, is of great importance. The average pupil has been constantly drilled in citizenship throughout his school years, and finally when he arrives in high school, there is a place for him to put his citizenship training into practice.

Probably the first task of the home room is to try to make the student a good citizen of the school, so that in later life he may apply this knowledge to being a good citizen of the community. The home room sponsor should see to it that the pupil is properly oriented.

In the home room the student also develops civic training through elections of officers. From this he learns the importance of his vote, the importance of making sound judgments, that it is just as important to follow as well as to lead.

The home room is also a social experience

for the student. He learns to mingle with others of his own and opposite sex. The recreational activities of the home room contribute greatly to this function. The importance of social training cannot be stressed too much. It has been proven that a good mental student does not always make a good person socially. Social is something separate from scholarship as was pointed out in a study by Dr. Dana Eckert. This study showed that among boys of the higher grades scholastic rank diminishes as an important factor in selecting home room presidents.

Principal: All home room activities lend themselves to training in citizenship. I think this is an important point to keep in mind as you prepare yourselves for the role of home room sponsor. What about some of the home room activities? Is anyone prepared to discuss this?

Teacher F: Yes, I have something to say about the activities. The home room activities must definitely reflect the purposes for which the home room has been established. They should be planned tentatively enough so that unexpected needs can interrupt them and cause more suitable activities to be set up in their place.

We have already touched on the officers and, I believe, we are all well aware of the guidance procedure in connection with their nominations, elections, duties, etc.

I think the activities carried on by the officers, committees, and home room members can perhaps be divided into several larger categories. One type would be the coordinating of the home room to the whole school organization. An example of this would be the student council representatives who exchange ideas between the council and the home room members, making the latter feel that they are really connected with school government.

The home room might adopt as a project an activity intended to improve or perform a service for the school. In some school systems such services are divided among home rooms; but it would seem more meaningful if the students could see a need, and under the guidance of their officers and teachers work out a solution of the problem. Such a situation would bring about better teacher-pupil relationship than if the project had been handed down from the administration.

A corridor traffic problem in the vicinity of the home room might be tackled. A lawn

patrol for keeping school grounds neat might be useful. During the year there are functions to which the community is invited. The problem of getting the proper publicity might well be handled by a certain home room. A better school-community relationship might develop from such an activity.

A third type of activity carried on by the home room might be those which are for the purpose of guiding the home room members in personal problems or problems common to the group. The personal problems may come to light if the home room can create an atmosphere in which the teacher is looked upon as a friend and one willing to help each and every individual regardless of his academic abilities.

I might go on and on with types of activities, however, I would like to say that having fun is a definite part of living and having fun can improve the relationship between teacher and pupil; and there is no reason why programs for entertainment purposes can't also form a large part of the home room activities. The planning for such activities can be a means of utilizing qualifications of students not otherwise seen in the normal academic classroom. Here again student planning is the ideal situation.

I have not by any means exhausted the activities that might be carried on in the home room. I just want to emphasize that the performance of any activity has for its purpose the development of all potentialities in the students in an atmosphere of normal, friendly, wholesome relationships among students and between students and teacher.

Principal: Thank you, Mr. ——! I think it is well for all of us to remember that it will be our aim to organize and conduct a program of activities which will enrich and round out the school activities of all the students.

I would like you to familiarize yourselves with the entire group of guidance programs to be used throughout the semester. Plan to devote more time to those topics which are most suitable for your particular group of children. Arrange a file of stories, illustrations, short plays, games, facts, and statistics for future use. This material will become very valuable as time goes on.

Teacher B: Then we do not have to follow proposed schedules too closely?

Principal: No, not necessarily. The program is to be a "guide post and not a hitching post for the teachers and pupils." The experi-

ence of most schools has been, however, that the students benefit most where some rather definite program is set up.

Teacher E: May I add that in order to develop the possibilities of the home room to their utmost, the teacher must allow the pupils to conduct the meetings and be responsible for the success of the entire program.

Teacher C: Well, how can this be done?

Teacher F: If this pupil-conducted program is to be successful, the teacher must be sure: (1) That the pupils have a pretty definite idea as to the necessity of capable leaders, and that they select those best qualified in this respect as officers in each home room; (2) That the officers and pupils understand what they are to do and how they will go about organizing and presenting the program; (4) That every pupil understands that the success of his home room depends, in part, on him and that he is expected to take an active part in the program; (4) That, if possible, a mischief-maker should be given a job. The teacher should talk privately to such a pupil, attempting to enlist his interest in the support of the home room program.

Teacher C: Well, then, since the home room teacher is primarily a coordinator, her influence will be felt in all the departments of the school and through all the classes in formal instruction in which her particular home room pupils are enrolled.

Teacher D: I think that just about sums up our reports.

Principal: Does anyone have anything to add? If not, we'll bring our meeting to a close. Thank you for a job well done. Thank you for the time and effort, and most of all for the good spirit with which you have entered into this study. Enjoy the rest of the summer. Have fun, and I'll see you in September at which time you'll be given your compiled study.

Teachers: Good-bye. (All leave.)

#### Scene Two

##### A Typcal Home Room the First Day of School

Teacher: Good morning, students! Welcome to the Woodrow Wilson High School. I am Miss ——! Did you have a nice vacation, George? I saw in the local paper that you spent two weeks in Maine.

Student A: Yes, thank you! I had a wonderful time.

Teacher: And how did you make out with your baby sitting, Carrie. I saw your advertisement in the Want Ads.

Student B: Well, I didn't do too badly, but I had to give my brother 10%.

Teacher: What rate did you charge?

Student B: Oh, I had several rates. That's where the expense came in. My brother printed cards for me.

Teacher: What do you mean by several rates?

Student B: I think I have a card here. (Looks in bag) Yes, here it is. Sleeping babies 50c; crying babies 75c; wet babies \$1.00; worse than wet \$1.25.

Teacher: That certainly is something new to me. I see many strange faces, and that will never do, so let's get acquainted. In this box I have the names of everyone in this room. As I draw your name, I would like you to rise, repeat your name saying, "I am ——" and tell us what part of town you come from. If you wish you may tell us about your hobby. As you know, any spare time activity is a hobby. It need not be anything as elaborate as model plane building or stamp collecting. It could be walking, reading, or collecting records. Would anyone like to volunteer to draw the names?

Student C: Yes, I'd like to volunteer.

Teacher: That's the spirit. Volunteer, don't wait until you're drafted. (Calls first name)

Student D: I am ——. I live near the edge of town by the railroad tracks.

Students: (Buzz and snickers.)

Student D: Better not laugh, and if you do I'll take care of you after. That goes for the boys too.

Teacher: I'm very sorry, ——, and I apologize for the display of bad manners by some of the students. I hope you forgive them. I'm sure it won't happen again.

Student D: Yeah, I forgive them, and it better not happen again!

Teacher: Is there anything more you would like to tell us?

Student D: Yes, my hobby is trains.

Teacher: Very unusual. I am sure you can tell us a great deal about trains.

Student D: You bet I can! I spent my whole life by the railroad tracks, (looks at students' reactions) and I guess I could tell you just about anything you would like to know about trains.

Student A: I'm interested in trains, too, and I certainly would like to hear what you have to say about them.

Student E: Yes, me too!

Teacher: I, too, am interested in trains. Would you like to tell us about your hobby some day, —? Thank you.

Student D: Yes, I would.

Teacher: As soon as we're better organized, we'll list that as one of our topics for discussion. Perhaps, there will be others who would also like to tell us about their hobbies in detail.

(Students start buzzing to Student D)

Now, if we'll quiet down, there is something I would like to say to you. From now until June this room will be your home room. By that I mean, it will be a home at school for you. You report here every morning before you go to your regular classes, and before you go home for lunch. After lunch you will report here again, and before going home at 3:10. In this home room we will take the attendance, have morning exercises, read announcements, and one day a week spend a 45 minute period the way we have done today, and discuss topics which you decide upon and in which you are interested.

Before you came to high school, you had one teacher. If you had any problems you would discuss them with her. Here you will have several teachers during the day. I am your home room teacher. If you have any problems or questions, I would like you to feel free to bring your problems to me. I am interested in each one of you, and your problems will be my problems. If you want my help, please feel free to call on me at any time.

Now, how best can we organize to have a happy and successful home room?

Student E: Well, my brother goes to — High School, and they have their home room set up like a club with a president, vice-president, secretary, and treasurer.

Student D: Can I be president?

Teacher: You have just as good a chance of becoming president as anyone else in this room. Between now and our next home room period, I want you to think about what officers we will need. Remember, a good home room is determined not by how many officers it has, but the type of officers and what work they do. To have a lot of officers without duties to perform is not the best policy. Keep that in mind when you're thinking about the officers for our home room. In the library we have several copies of a book entitled *The Main Motion* by Awana H. K. Slaker. This is a book on Elementary Principles of Parliamentary Law. I

suggest that you get this book and read it, become familiar with these principles before our next meeting. It will be a big help to you.

Remember, next week we'll discuss parliamentary law and the week after we'll hold elections. It's time for your first class now. Good luck to you. I'll see you all at 11:45.

(Students begin to leave.)

Student D: You know, Miss —, I think I'm going to like coming to this school. The kids are swell. Yep, I think I'm going to like it here.

Teacher: I know you will, —.

Student D: And I'm going to the library to get that book on parliamentary law.

(Lapse of Time)

Narrator: At the next home room meeting, qualifications for officers and parliamentary law were discussed. The week after officers were elected. The class decided on a president, vice-president, secretary, and treasurer.

Our next Scene is the same home room four weeks later. Officers have been elected. Student D did not get the presidency. She was elected treasurer, and that to her was as overwhelming a joy as getting the presidency. During the four weeks of school she had proven her prowess with figures and that won for her the office of treasurer.

The students profited by the advice given by their home room teacher and have chosen well. Character, leadership, personality, and scholarship were considered in electing officers. Let's look in on the situation now. The morning exercises are over, attendance has been taken, and the students are now in charge.

President: (Presides)

Student E: (Enters late) I'm sorry for being late, but I became involved in an argument. It was about last night's game. Everybody is yelling because we lost, and that the umpire was unfair. I don't think so. I was there, and I know the game. My brother and his friend were there and they know the game too. They think the umpire was very fair.

Few Students: Oh, go away, traitor!

President: (Calls for order)

Student E: May I please speak? I think we're a lot of sore-heads and poor losers. I'd like to read a poem I found in one of the books, if I may.

President: You may, —.

Student E: The title of the poem is *Playing*

#### *The Game:*

We can't all play a winning game,  
Someone is sure to lose;  
Yet we can play, so that our name,  
No one may dare accuse.  
That when the Master Referee  
Scores against our name,  
It won't be whether we've won or lost  
But how we've played the game.

And that's what we've got to learn to be—  
good losers!

President: Before you came in, —, we were making a list of topics for discussion. I think "Good Sportsmanship" might be included as one of them. Will the secretary please add "Good Sportsmanship" to the list of topics. Are there any other suggestions?

Student B: How to Better Our Schools.

Student C: Planning a Trip.

Student D: Citizenship Training in Home and School.

Student E: Care of Public Buildings and Property.

Student F: Table Manners.

Student G: Final Home Room Party.

President: We'll have these topics typed and posted on the bulletin-board. There will also be a sheet for you to sign for the one topic you would like to be responsible for.

Will someone make a motion that the meeting be adjourned?

(Meeting adjourns and students leave room. Students B and F remain.)

Student B (Comes up to teacher): Miss —, you said that if we had problems we should feel free to come to you.

Teacher: Yes, I did —.

Student B: I'm having a little difficulty in my science class and I would like to speak to you about it.

Teacher: Is your fifth period free?

Student B: Yes, it is Miss —.

Teacher: Good! Would you like to come in to see me then?

Student B: Yes.

Teacher: All right, I'll see you then. (Student leaves)

Student F: (Approaches teacher) I'm having a little trouble at home and I have no one to talk it over with. May I discuss my problem with you?

Teacher: Well, I have a class right now, but I'll be only too glad to hear your problem and help in whatever way I can. Do you have any free periods during the day?

Student F: No, I'm booked solid. I don't have any free periods.

Teacher: Then what about after school today?

Student F: Okay, I'll be able to come in then.

Teacher: Fine! I'll see you then. (Teacher and student walk out of room)

\* \* \*

Narrator: And so we leave Miss —— with her many problems. From what we have seen of Miss —— and her organization of her home room—her attitude toward her students, her display of sympathy and understanding, we are sure her home room group will have an excellent opportunity for student-teacher rapport to be established. It is only under these conditions that intelligent guidance can take place.

EDITOR'S NOTE: This excellent article on the Home Room, designated as a Socio-Drama was prepared by the Home Room Committee of Dr. W. Scott Smith's class in extracurricular activities. Members of the committee are Marie Whowell, Carrie Hager, Mae Willging, George Morris, Jack McInerney, Stephen Willard, George Cuzzolino.

## Why Play Football?

E. A. THOMAS  
Commissioner  
*Kansas State High School Activities*  
Association  
Topeka, Kansas

With evidence of football being a game of drudgery and commercialization in the larger colleges and universities, and features that contribute to personal and crippling injuries, attention is called to those who ask why the game is played in our high schools and colleges. They point out that football in university circles has become such a highly commercialized activity, with its system of recruiting and reimbursement of players, that it contributes nothing to the educational objectives of the institutions which the teams represent.

These same people add that with the establishment of a preferred list of players secured through recruiting and proselyting systems, there is little opportunity for the regular run of students who enroll in the schools of their choice, primarily to get an education, to even participate in practice sessions. As for the carry-over values of football, the critics say they are so slight

and affect such a small number of participants that they are not worth the cost, either in dollars or in crippling injuries.

### The High School Game

There is little doubt that the present system among the larger colleges provides little or no opportunity for a boy who is not on the "selective list" to ever make the team. This is not the case, however, among our high schools. Furthermore, we believe there are many carryover values in the sport if the players participate under desirable conditions. Without these conditions, any interscholastic sport might very well do the youngsters more harm than good. These are a few of the requirements which, in our opinion, are necessary, for a wholesome football program.

1. High-type coaches who know football and how to teach it. Coaches who set a good example for their players with an absence of griping, whining, and official-baiting.

2. Proper equipment and consideration for the welfare of the boys. It is unfair for boys to compete if they do not wear equipment of good quality that fits them well. Schools that cannot afford good equipment should never attempt to carry on a football program.

3. Good facilities for playing the game. This should include well-lighted and properly marked fields that are in good condition for the safety of the players. There must also be good accommodations for spectators, restraining fences to keep everyone but those officially connected with the game away from the scene of action, and cooperative management of everything connected with the game.

4. Pleasant relations between schools and communities. Games played under unpleasant conditions often do the players and the whole student body lasting harm. If teams cannot compete against each other as friendly rivals, then all relations between the schools should be broken off until the proper relationship can be reestablished.

5. Ethical standards for all activities, aside from the actual playing of the game. Fine opportunities are presented for band drills and cooperative activities between halves, brief after-game mixers that cement ties of friendship and respect, and demonstrations by cheerleaders and pep clubs, not only in support of their own teams but also indicating respect for each other. Planning for after-game activities is essential in order that overenthusiastic students or sup-

porters do not destroy the effects of a good game by emotional antics.

#### Real Carry-Over Values

Every interscholastic event should be presented as a project in good citizenship. The rough, tough game of football provides opportunities for lessons in self-discipline and self-control under conditions perhaps more strenuous than in any other game.

The fulfillment of such objectives as those

indicated above will certainly provide worthwhile carry-over values, but they can never be achieved except by careful planning and a display of the right attitude on the part of everyone involved. Such accomplishments do not just happen; they come by hard work and the active cooperation of the coach, the team, the student body, faculty, and patrons of the school.

EDITOR'S NOTE: The criteria set up in this article are readily applicable to basketball and various other sports and athletics.

***Many varied and worthwhile civic activities, involving a large number of students, are possible when Student Council is inspired and determined to serve.***

## “Serve Us or Service”

**W**HEN STUDENTS CAME BACK WITH glowing reports of the good time they had in working with the community, the Student Council was sure that it had been wise to write into original plans and organization the guiding principle, for every social activity a greater effort of social service.

Putting their policy into action, Council members sparked a drive their first year to send clothing to the needy children of Korea. It was a letter from a former student to a high school friend that started the idea rolling.

Pat Baldauff, a member of the class of '52, who was serving with an artillery unit, wrote of the great suffering among the Korean children because they lacked sufficient clothing. Pointing out that G.I.'s in his own outfit had donated \$3,544.00, but still felt hopeless because there was no clothing to buy, stimulated the Council president to suggest a Clothing Drive for good usable clothing that could be sent directly to the war-torn area.

In rapid succession the Council organized the student body into groups to publicize the need, solicit the clothing, sort and arrange it into shippable parcels, secure money to pay for shipment, maintain records, and keep the community informed.

Students from commercial classes maintained the records, girls from the home-making department renovated and packed, boys from the industrial trades arranged for the packing, and

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*Butler Area Joint Senior High School*

*Butler, Pennsylvania*

faculty members gave their assistance by making best use of their community contacts to facilitate help from local radio stations and the service clubs.

The result was an avalanche of clothing that one retailer estimated to be worth \$15,000 if purchased new. What was more important, the students grew in the satisfaction they received from an enthusiastic community, the personal warmth that came in knowing their contribution would do some real good for some real people, and a sense of elation over the way the student body had accepted the challenge to help others.

The phrase, “charity begins at home,” gained additional meaning when Council gave clothing to a local family whose home burned to the ground while the clothing drive was in its final day. Other clothing, a little worse for wear, was given to local charities because its quality didn’t justify the high shipping costs.

This, the second year of council organization, found the incoming group anxious and willing to go. Meeting the requests of various civic groups who needed the enthusiasm and willingness of the young in heart, the student body under Council leadership again won its spurs of com-

munity respect by taking part in the Heart Sunday Drive, The Red Cross drive, The March of Dimes, and a local traffic survey.

Members of the Council, desiring to move under their own initiative, conducted a drive to secure toys for underprivileged children. Youngsters in school who had looked upon other social service with some cynicism or indifference responded to this appeal. Home rooms became a collecting ground for Sister Suzie's favorite dolls (Suzie is a sophisticated Sophomore now) and brother Tim's out of season water pistol.



Santa's Student Helpers

"Pop" Charlton, the head custodian, changed his expression from a worried look to an understanding grin when his private sanctuary, "The Hut," began to fill with all the toys. Over a thousand toys, and what was more important, a thousand happier kids, met under the tree on Christmas day, thanks to a student group who felt mighty pleased about discovering that there's a lot of giving in living.

The job of being milkman for the students who brought their lunches to school had its compensations even to those Council representatives who were highly skeptical when the plan for the milk sale was first suggested.

Over-riding the prophets of doom who said high school students couldn't run a business, the committee in charge did some real organizing, employed a canny economic outlook, and ran a project that would make thrifty Sandy McTavish proud. As one grateful student said, "Where else can you get a 10¢ bottle of milk for 8½¢?"

Then when it seemed the Council couldn't fail in any undertaking it began, they organized a Council CARE Crusade to raise money in order that CARE packages could be sent to the needy over seas. After intensive organization, (confident they knew all the ropes now,) the Council and its advisers followed the Easter Season with a community appeal for "White Elephant" articles.

Hoping to conclude the drive in one week with a public auction at the local Armory, all the stops were pulled out and the drive was under way with spot announcements over the local radio stations and the full support of the local paper. Nothing happened!

An appeal was made to the student body—a trickle of items began to flow in. By Friday, the auction day, the tide was running full and public response was good. Then on the threshold of success, some rains came and the public didn't, with the result that charity stayed at home and the auction items went begging for bidders.

Realizing a small profit on a big investment in time and effort, discouragement and self-criticism attended the next Council meeting. But bouncing back with the vigor of youth and the maturity that comes from having grown in the disappointments of men, Council moved ahead to appoint a summer Executive group, to direct the Social Service planning for the coming year.

Sold on social service, they were highly pleased with a letter from Ruth Shortell, Director of the Service Division, CARE, telling them that their \$140.00 contribution will be distributed to underfed peoples of Bolivia, Austria, Pakistan, and Berlin. Knowing that under the CARE Plan, institutions will receive an average of 100 pounds of food for each \$1.00 contributed and that present family packages contain an average of 17½ pounds for each dollar spent, they're ready to drive again. Paraphrasing our favorite European statesman, one student said, "Never have so many been fed so much with so little."

Convinced now that the student body will accept a social challenge and enjoy it, even when it doesn't meet expectations, there's a sincere conviction developed that the best way to win a friend is to get him to help others.

*Anticipated preparation, which includes many, many facets of endeavor and organizational activities, assures inspirational, informative, educative meetings.*

## A Workbook for Our Workshop

**A**FTER WORKING WITH THE PLANNING COMMITTEE for the first workshop for the Federation of Oklahoma High School Student Councils, I kept hoping that *our plans would work*, that schools would send delegates, that those sent would be interested, that they would go home full of ideas and enthusiasm, and eager to put into practice the things learned. This hoping was always somewhat blighted as I remembered that almost a month would separate the workshop and actual work in a student council—a month that would be filled with last-minute vacationing that would serve as a highly probable erasure of workshop thinking.

What could be done to more nearly assure the desired carry-over from the workshop to the local situations? A workbook prepared specially for this workshop—for directing thinking and recording the group's thinking—seemed the answer, and now as an after-the-workshop evaluation, I believe it was the right answer!

Only as ideas are carried out can they become helpful, so I began work on the workbook. I wanted it to be *our* workbook, but to make it practical and helpful, I studied the reports from workshops in neighboring states (chiefly Texas, Arkansas, and the Denver, Colorado, Leadership Camp) for suggestions and ideas on subject matter.

Briefly, the workbook contained a Table of Contents indicating the areas covered, the purpose of the F.O.H.S.S.C. Workshop, a message of welcome to the workshop members and to Dr. Harry C. McKown as our consultant, the staff, the daily schedule, a schedule of special meetings, suggestions to the faculty adviser group, the daily topics for discussion with an outline to serve as a guide for thinking, the Federation mailing list (including both member and non-member schools), the list of delegates previously registered for the 1955 workshop, and a one-page announcement concerning the annual conference.

Ample space was left throughout the workbook for notes to be added as topics were discussed and ideas emerged.

Parts of the workbook which might serve

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*Executive Secretary*  
**Federation of Oklahoma High School  
Student Councils**  
**Senior High School**  
**Ponca City, Oklahoma**

as suggestive material for other workshops follow.

Workbook for the Student Council Workshop of Oklahoma. Conducted by the Federation of Oklahoma High School Student Councils, August 14-19, 1955, at The University of Tulsa, Tulsa, Oklahoma.

**Purposes:**

To establish a common philosophy of the aims and objectives of the student council.

To bring about more uniform practices in council work within our state.

To spread the growth of this citizenship training agency in our schools.

To provide instruction for new student council sponsors and student leaders.

To encourage the growth of the Federation of Oklahoma High School Student Councils.

### A MESSAGE to YOU

Welcome to the First Student Council Workshop of Oklahoma!

**WE HOPE—**

That you are comfortable  
That you make new friends here  
That you will have fun!

**BUT EVEN MORE, WE HOPE—**

You came to the Workshop to WORK  
You want to be a capable leader  
You will feel better prepared after your experiences here.

**BECAUSE—**

We have planned and worked to that end, believing YOU are important and have a big place to fill in providing good leaders for thousands of Oklahoma high school students, who are also potential leaders now and in the future.

### A SPECIAL WELCOME

To DR. HARRY McKOWN, Our out-of-state CONSULTANT and GUEST

**WE HOPE THAT—**

You like us!

And thanks to you for your splendid cooperation and for the use of your LIBRARY of books.

The workshop staff included our consultant, director, coordinator, reporter, librarian, resource people (group leaders previously selected from faculty members), the University of Tulsa personnel assisting us, the dormitory hostesses, and the Federation student officers and sponsors.

### Daily Schedule

7:00- 8:00 Breakfast  
8:00- 8:50 General Assembly  
    Opening Ritual  
    Morning Devotional  
    Overview of day's topic by Dr. McKown  
    Announcements  
9:00-11:00 Group Sessions  
11:00-12:00 Library Research  
12:00- 1:00 Lunch  
1:00- 2:30 Group Sessions  
2:30- 4:00 General Assembly  
    Talent numbers  
    Group Reports  
    Evaluation and summary by Dr. McKown  
4:00- 5:30 Rest and Recreation  
    Dinner  
    Special guests and speakers  
6:30-10:00 Planned Entertainment  
    10:00 In dormitories  
    11:00 Lights out and quiet

### Topics for Study

Monday—Aims and Objectives of Student Council  
Tuesday—Organization of Student Council  
Wednesday—Leadership Training  
Thursday—Student Council Problems  
Friday—Evaluation

Special meetings scheduled included daily meetings at breakfast of the faculty group and the workshop staff, one meeting each for all student council presidents, vice-presidents, secretaries, treasurers, and for the officers and sponsors of the state federation. The president and secretary invited to the meeting of the federation officers to give suggestions from their experiences in planning last year's convention.

The workbook suggested that faculty advisers feel a responsibility for making the workshop "the most" by manifesting a sincere interest in all phases of the workshop activities, by suggestions, and by general enthusiasm and helpfulness. (And they were wonderful! because they were interested.)

The major part of the workbook was for notes on the daily topics for discussion. The skeleton of this outline follows, omitting the space left for notes:

### STUDENT COUNCIL WORKSHOP NOTES

Monday, August 15, 1955

#### Topic: Aims and Objectives

- I. Aims and Objectives of the Student Council
  - A. Need for aims
  - B. How to determine aims
  - C. What must be considered in determining aims?
  - D. What are acceptable aims of a good student council?
  - E. How specifically should aims be stated?
  - F. Who should determine the aims?
  - G. How may aims be classified?

Tuesday, August 16, 1955

#### Topic: Organization of the Student Council

- I. Organization of the Student Council
  - A. When should a student council be organized?
  - B. Who should be consulted in organizing a student council?
  - C. What are the various types of student council organization?
  - D. What are some methods of representation?
  - E. What constitutes a good student council meeting?
  - F. What is gained from membership in state, regional, and national federations?
  - G. Of what value is a written constitution?
  - H. What articles should a constitution contain?
- Assignment: Write a constitution for your school.

Wednesday, August 17, 1955

#### Topic: Techniques in Group Leadership

- I. Techniques in Group Leadership
  - A. What is group leadership?
  - B. What are the qualities of a leader?
  - C. Can leadership be developed?
    1. If so, how?
    2. If not, why?
  - D. In what roles in high school are there opportunities for leadership? (Suggest special qualities needed for each.)
  - E. What group discussions may be used in developing leadership? (Define each and give advantages and disadvantages of each.)
  - F. In what groups may participation help develop leadership traits?

Evaluation and Assignment: List the opportunities for leadership that you see for yourself in your school next year.

Thursday, August 18, 1955

#### Topic: Student Council Problems

- A. What problems are common to most councils?
- B. What problems are peculiar to certain schools?
- C. How may problems in general be solved?
- D. Exchange ideas on solutions to problems of interest to group.

Assignment: Find a solution to your schools' major student council problem.

Friday, August 19, 1955

#### Topic: Evaluation of Student Council Activities

- I. Evaluation of the Student Council Activities
  - A. What are the purposes of evaluation?
  - B. What are the methods of evaluating?
  - C. How often should the council evaluate its activities?
  - D. How may the evaluation be of value?
  - E. What aids may an outgoing council leave for the new council?

Assignment: Evaluation of the first Student Council Workshop of Oklahoma.

Following the pages for notes on the daily topics were the F.O.H.S.S.C. mailing lists, the list of members attending, and the announcement of the annual convention.

The carefully mimeographed pages of the workbook were held loose-leaf fashion in a cool green cover with the title *Workbook for F.O.H.S.S.C. Workshop, August 14-19, 1955*, printed in brown on the cover..

The revised *Handbook For Student Councils* published by the National Association of

Student Councils and *The Student Council* by McKown were used along with many other books and copies of *School Activities* magazine during the library periods as source material.

The workbooks were always in evidence as students gathered materials and made group discussion and lecture notes. The students felt a responsibility to their schools and to their councils and seemed to want to prepare themselves to be capable and efficient leaders as they became more and more impressed with the im-

portance and possibilities of their positions of leadership.

Plans were made in one section for letters to be written to all non-member schools inviting them to join F.O.H.S.S.C. and to attend the state convention. Fan mail following the workshop from students and their sponsors indicated that the workshop was informative and inspirational—and that it should be followed by other workshops for new "crops" of to-be-leaders in the years ahead.

***Patriotic ceremonies as a featured portion of an athletic contest can be made an excellent laboratory for expressing respect to our Flag and National Anthem.***

## **Patriotic Ceremonies at Athletic Contests**

**P**ATRIOTIC CEREMONIES are commonly used in opening and closing interscholastic and collegiate athletic programs. Portions of these ceremonies are occasionally incorrectly used. The proper display of the national flag and the playing of patriotic music are essential in our public schools. Athletic programs of the schools attract many parents and citizens.

The schools cannot be negligent in respect to the courtesies to which patriotic ceremonies are entitled. The schools should, by being superior examples, become the leaders for indoctrinating communities in the proper respect to our national patriotic customs and emblems.

Correctness in these ceremonies and rendering the courtesies which the flag and national music are entitled may be assured by observing rules established by tradition, flag authorities, the various branches of the armed forces, and other patriotic groups. In 1942 the existing rules and customs pertaining to the display and use of the national flag were codified for the use of civilian groups and organizations which were not required to conform with regulations promulgated by various executive departments of the Government of the United States.<sup>1</sup>

It is the duty of the school and athletic program administrators to become aware of the approved practices to assure correctness of the procedures when used in conjunction with athletic contests. These principles apply to other activities as well.

Flag raising ceremonies are often employed

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as a feature for the opening event of an athletic contest. Performance of this ceremony in the approved manner is an event which is most often incorrectly done. A most common error is noted when the flag is raised in conjunction with the playing of the National Anthem. The error lies in the timing of the raising of the flag so that it reaches the top of the staff as the last bars of the music are being played. This results in the flag moving very slowly to the top of the staff.

There is no regulation which describes the timing of the raising of the flag to co-ordinate with the playing of the National Anthem. It is proper to start the raising of the flag with the first notes of the music. The regulations require that the flag be hoisted briskly. If raised correctly, the flag will have reached the top of the mast long before the last notes of The Star Spangled Banner are played. A position of attention is maintained by all spectators and participants until the last notes of the music are sounded.

In lowering the flag the opposite is true. It is lowered slowly, ceremoniously, and with dignity. All spectators and participants display the same respect as in raising the flag by remaining at attention until the ceremony is completed. The flag should never be allowed to

<sup>1</sup> Public Law 829, 77th Congress, Chapter 806, 2nd Edition.

touch the ground, floor, or anything beneath it.

Other rules define the manner in which the flag is raised and lowered. This is never done by a mechanical device—always by hand. The flag is never raised while it is furled or folded. It is first unfolded and as the banner leaves the bearer's arms, it is allowed to fly freely and unrestrained. Should the flag become tangled in the hoisting ropes, it should be immediately freed so that it can always fly freely. In the lowering ceremony the bearers should be in a position to receive it and fold it for storage.

Occasionally circumstances may call for flying the flag at half mast. In this case the flag is first hauled briskly to the peak (top of the flagstaff), allowed to remain there for an instant, and then slowly lowered to half mast position. Before lowering the flag it is first hauled to the peak, then brought slowly and ceremoniously down the flagstaff. Half mast position is one-half the distance between the top and the bottom of the mast.

When school banners or pennants are flown from the same flagstaff or halyard with the flag of the United States, the latter should always be at the peak. When other flags are flown from adjacent staffs, the flag of the United States should be hoisted first and lowered last. No other flag or school pennant may be placed above or to the right of the flag of the United States.

When the flag is carried in a procession with other flags, it should be on the right; that is, the flag's own right. If there is a line of other flags, the United States flag should be in the front and center of that line. No other flag should be displayed above, or if on the same level, to the right of the flag of the United States of America. If the flag is displayed against a wall, as in a gymnasium, from crossed staffs, the American flag should be on the right (the flag's own right) and its staff should be in front of the staff of the other flag.

When a number of flags of states, localities, or banners of schools are grouped and displayed from staffs, the flag of the United States should be at the center and at the highest point in the group. When a flag is displayed from a horizontal wire, as it might be suspended over a gymnasium floor or over the middle of the street, it should be suspended vertically. The union should be to the north if the long axis of the building or street runs east and west, and to the east if the long axis of the building or

street runs north and south.

In a parade of motor vehicles the flag should not be used to drape the hood, top, or sides of the vehicle. If used on a motorcar, it should be flown freely from a staff which is firmly affixed to the vehicle. The same principle applies to other modes of transportation such as a boat or train.

When used on a speaker's platform, the flag, if displayed flat, should be above and behind the speaker. If it is displayed from a staff the flag should occupy the place of honor. It is placed at the speaker's right as he faces the audience. All other banners or emblems should be placed at the speaker's left.

When the national flag is used in an unveiling ceremony such as a statue, trophy, or plaque, it is not used to cover the object to be unveiled. If it is used on such occasions it should be a distinctive feature of the ceremony and always allowed to fly freely and never allowed to fall to the ground.

Bunting should be used when decoration using national colors is desired. The flag is never used for this purpose. The flag should never be festooned, draped, or tied back but is always allowed to fall free. When bunting is used for decorative effects it is always arranged with the blue above, white in the middle, and red on the bottom.

The flag is never used as a portion of decoration for an athletic uniform or other costume. The flag should never be used as a receptacle for receiving, holding, or carrying anything. It should never have placed upon it any mark, insignia, letter, or design of any nature, nor is it ever to be used for advertising purposes in any manner whatsoever.

Normally the flag is displayed only from sunrise to sunset. However, it may be displayed at night upon special occasions when it is desired to include patriotic ceremonies in the program. If so displayed, the lowering of the flag should be in accord with the usual procedures of respect.

When the National Anthem is played and the flag is not displayed, all people present should stand at attention and face the music. This position is maintained until the last note is sounded. Men should remove their headress and hold it at the left shoulder over the heart. Participants in football uniforms should remove their helmets and stand at attention with the helmet held in the hand at the side. When the

flag is displayed and music is played, all present stand at attention and face the flag instead of the music. The position of attention is maintained until the last notes are sounded.

Teaching citizenship is a goal of education and physical education. Patriotic ceremonies as a featured portion of an athletic contest can be made a laboratory for expressing respect to our flag and National Anthem. In the elementary school years it is not uncommon for children to receive this training at the opening of each school day by repeating The Pledge of Allegiance to the Flag of the United States of America. After these elementary school experiences have passed, these opportunities seldom occur.

If well planned and made meaningful, students and citizens are given an opportunity at athletic contests to reiterate their faith in the American way of life. A great number of these opportunities can occur in conjunction with athletic contests. To properly assume this responsibility the schools must make certain that methods used are appropriate and in accord with accepted practices.

*A foreign language club provides opportunity for exploration, acquisition of information and learning, and active promotion of international good-will.*

## Los Amigos

**S**PANISH CLUB, LOS AMIGOS, ACTIVITIES began with the Homecoming parade and culminated in a television program for Pan American Day one year at Jefferson City Junior College. Much interest was aroused in the preparation of a float for the Homecoming parade held on October 8. Two football players, one representing the Jefferson City Jays and the other the Columbia Hickman Kewpies, serenaded a *señorita* standing in the balcony window of a patio.

A fountain from which water freely bubbled forth was at one end of the patio. Inside the fountain was a student who squeezed a hot water bottle so that water would squirt from the top of the fountain. Our fountain almost toppled off the truck as it was rounding a curve, and the boy inside was soaked with water as a result.

With a slight revision in the club's constitution, plans were made to initiate new members after the first quarterly grading period. Written invitations, typed on a varitype machine, with a gold and red ribbon attached, were mailed to all prospective members.

A pledge meeting was then held to explain that the pledges had to wear this ribbon one week and to say "Buenos días" to the members of the club whenever they met each other on the campus.

To close this pledging period, a meeting was held at the home of the club's president. Here

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Jefferson City, Missouri

the new members were introduced and initiated when they repeated the club's motto, *No se tomó Zamora en una hora*.

A copy of the constitution wrapped with a gold and red ribbon (the club's colors) was handed them. Games and other entertainment followed the initiation ceremonies.



Spanish Club Christmas Party

A Christmas party on January 5 was celebrated in the college Den. The reason for this date was two-fold: too many extracurricular

activities before the Christmas recess<sup>1</sup> and the fact that Spanish-speaking children do not receive their gifts until Epiphany. Various card and number games were played, and as customary a *piñata* loaded with fruit, candy, and nuts was broken.

During the football and basketball seasons *Los Amigos* sponsored three canteens: one at a "B" team football game and two at the college basketball games. With careful management we were able to make a 40% profit. From this one activity alone the club has earned and saved sufficient money to begin this year's activities in good fashion.

On April 12 the school paper, *Red and Black*, featured the Modern Language Department in two articles. The president of *Los Amigos*, wrote the article about the department as a whole, in which were explained the forthcoming Pan American Day activities.

Our most important activity for the year centered around Pan American Day. A week before Easter several students set up a display of articles made in Mexico in a window of a downtown store.

Several residents of Jefferson City, who had been to Mexico, generously contributed articles, such as dolls, glassware, and *serapes*. The writer included books and magazines written in Spanish.

At the college two students prepared in Spanish a bulletin-board display on the Pan American Union's theme for the year: "Sixty-five Years of Inter-American Cooperation." A flat globe showing only the Western Hemisphere in white with water in blue was mounted on a red background.

The words *Cooperación Interamericana* in yellow letters formed a semicircle around the globe. To the right of this globe were placed two copies of the poster sent by the Pan American Union. Beneath the globe was printed the

<sup>1</sup> Two days before school closed for the Christmas recess, the students of the high school Spanish and French classes sang Christmas carols in Spanish and French respectively. This was a departmental activity specifically requested by the Dean of the junior college. About a week's preparation preceded the singing which took place in the corridors of the college building during class hours. We sang only the common Christmas carols, which may be found in these two publications: Ramboz, Inc., *Canciones de Navidad*, Banks Upshaw and Company, Dallas, Texas; and *Canciones de Navidad*, The Thrift Press, Ithaca, New York.

inscription *Día de las Américas* in black letters on white background.

On the evening of April 14 a Pan American Day program was held in the library of the college. Mr. Dan Saults of the Missouri Conservation Commission, who had just returned from Mexico, spoke about some historical aspects of the country, including the participation of native Missourians. A movie, "Wings to Mexico and Guatemala" was shown.

The culminating event in the observance of Pan American Day was a television program over station KRCG-TV. Eight students participated: four in a symposium on the Organization of American States, and four in a playlet *We Americans*, written by two high school seniors.

For the benefit of those who would like to use this playlet in future years it is included here.<sup>2</sup>

#### WE AMERICANS

by

Janice Long and Mary Sue Kenney

CHARACTERS: José, Carmen, Bill, and Judy.

SETTING: (Bill and Judy are sitting on a bench on the campus of the Jefferson City Junior College. It is the spring of the year. They are conversing.)

Bill: Who are those two strange kids coming up the street?

Judy: Oh, those are the new students from Latin America. Their names are José and Carmen.

Bill: Latin America! What are those foreigners doing in Jefferson City?

Judy: They're exchange students. They are studying in our school and learning our customs.

Bill: José and Carmen! People with names like that don't belong in our country. (Enter José and Carmen)

Judy: Carmen, José — this is my friend, Bill. (Bill gets up; Judy moves over and offers Carmen a seat.)

Carmen: Buenos días.

José: Buenos días, Judy and Bill.

Bill: Buenos días! What kind of talk is that!

Carmen: It's Spanish, Bill. In our country we say *buenos días* instead of *Hello*.

<sup>2</sup> If used in your school please write me when, where, and for what purpose (radio, television, assembly program, etc.) so that I may keep a tabulation thereof. Of course, you can change the name of the institution and the city where it is located. Little or no scenery is needed.—The author.



Bulletin Board

Judy: I've heard that some of the words we use in the United States are derived from Latin American words.

Carmen: Yes, your slang expressions *vámonos* and *pronto* are from Spanish, and words like *chocolate*, *tomato*, and *coyote* are from the Aztec language of Mexico.

José: Do not you like Latin Americans, Bill?

Judy: Of course he does, José. He just doesn't know much about you.

Bill: Well, why do you call yourselves José and Carmen now that you are in the United States?

Carmen: Would you change your name if you came to our country?

Bill: Well, of course not, but . . .

Judy: Bill, don't be rude! After all, Carmen and José are our neighbors.

José: Oh, we are not offended. You know we Americans must—uh—glue together.

Carmen: You mean *stick* together, José.

Bill: What do you mean *we* Americans? You two aren't Americans.

José: Oh, but we are. It's just that you are from the north, and we are from the south.

Bill: But we are so different. What has anyone from Latin America ever done? Have you ever had any Washingtons or Lincolns?

Carmen: Have you not heard of José de San Martín and Simón Bolívar, who were the great liberators of Latin America?

Judy: Have you been sleeping through history class, Bill?

Bill: Oh, yeah, I remember now. But has any Latin American ever contributed anything to art or poetry?

José: Si, there is Diego Rivera, one of the foremost artists of the world, and Rubén Darío, the famous Nicaraguan poet.

Carmen: We have contributed to lighter music, too. Many of your favorite dances, like the rhumba, the samba, and the tango are from Latin America, you know.

José: And don't forget the songs like "la Cucaracha" and "Cielito Lindo."

Judy: Golly, I never realized that all those things came from Latin America.

Bill: But look at our North American culture. Why hundreds of years ago the Pueblo Indians had a well developed civilization.

José: That is very true, but the Mayan civilization was flourishing in Central America at the time Christ was born. They had developed

a high culture when the other people of the New World lived as savages.

Carmen: And the Incas of Peru had developed an irrigation system and an extensive network of roads before Columbus discovered America.

Bill: But South America hasn't progressed since those days. I have heard that everyone rides on burros and lives in adobe houses.

Carmen (laughs): I'm afraid you've been seeing too many movies. We have large cities, all kinds of machinery, and one of the most developed airline systems in the world.

José: She's right, Bill. Buenos Aires, for example, is one of the most modern cities on any continent.

Bill: Well, what about education? Do you have any good schools?

José: Although our literacy rate is not yet as high as yours, our governments are encouraging extensive educational programs, and, by the way, our University of Mexico was founded eighty-five years before Harvard University.

Bill: I guess I owe you and Latin America an apology. It seems that my ignorance is showing.

José: Don't apologize, Bill. We understand. Before coming to the United States, we thought that all of you rode around on horses fighting the Indians.

Bill: I guess we would all get along better if we only understood each other.

Carmen: You're right, Bill. Education is the answer to most of our problems.

Judy: Well, I'd love to hear more about Latin America, but if I don't hurry I'll miss my ride. (Judy departs hurriedly.)

Bill: Say, José, how do I say good-by in Spanish?

José: We say *hasta la vista*. It means until I see you again.

Carmen: Hasta la vista, Bill.

Bill: (Corrupting the Spanish.) Hasta vista, kids.

José: (In imitation of Bill.) Hasta vista, Bill.

(The students walk off down the street.)

Incidentally, six of the eleven students in my Spanish II class are members of the National Honor Society. Most of them were commended by the University of Missouri for their scholastic ability. They formed the nucleus of *Los Amigos*. Other members of the club were recruited from the beginning high school and college classes.

*All students should have opportunity to participate in sports, intramurals, music, speech, drama, student government, clubs, programs, social events.*

## Evaluating the Activities in Utah Schools

THE UTAH STATE LEGISLATURE established a public school survey commission for the purpose of studying the schools of Utah in 1951. It was requested that the extracurricular activity program be included in the study of the curriculum by the instruction committee. This study was a fulfillment of that request and dealt specifically with the extracurricular activity program as a part of the instruction in the senior high schools of Utah.

The purpose of this study was to determine (1) the objectives of the extracurricular program and the contributions of the program to the aims of secondary education; (2) the status of the extracurricular activity program in the high schools of Utah, the existing practices, and how these practices compared with those recommended by leaders in the field of school activities; (3) the contributions of the activity program to the needs of youth and the general educational program as appraised by teachers, students, and lay citizens; and (4) areas of strength and weakness in the program.

This study was limited to the seventy-four senior high schools in the State of Utah.

The survey of existing practices in the extracurricular program in the schools was made by a fifteen-page questionnaire sent to the principal of each school. Data from the questionnaire were tabulated, analyzed, and presented in a written report to the Public School Survey Commission. The original data were used in this study.

To evaluate the extent to which the extracurricular program contributed or failed to contribute to the needs of youth and the general educational program, a fourteen-page evaluation document was prepared. Two teachers, two students, and two lay people at each school were asked to serve as an appraisal committee by completing the document. The data from these forms were also tabulated, analyzed, and reported to the Public School Survey Commission. The original data were used in this study to evaluate the extracurricular activity program.

### Conclusions

A. The following conclusions were based on the findings from the principals' questionnaires

ELLIS S. McALLISTER

*Principal*

*Ben Lomond High School*

*Ogden, Utah*

as to the *practices that exist in the general areas of the extracurricular program* in the senior high schools of Utah.

1. Extracurricular activities were well supervised and controlled in most schools.

2. A wholesome condition existed in that there was broad participation in the activities sponsored by the Utah High School Activities Association, which helped to standardize and control the program.

3. The activities appeared to be well-balanced in regard to number and variety offered.

4. Most schools reported extensive participation by students in the majority of activities.

5. In regard to geographical limitation of interscholastic events, two-thirds of the schools felt that athletics should be conducted on a state level, and over half of the schools indicated that speech activities should be limited to a regional basis.

6. The practice of scheduling activities on school time and giving credit for activity classes was favored by most schools.

B. The following conclusions were based on the findings from the evaluation documents submitted by the appraisal committees, composed of teachers, students, and lay people, regarding the *contribution of the extracurricular program to the aims of secondary education and the needs of youth* in the senior high schools of Utah.

1. In general, a wholesome contribution was made to the aims of secondary education and the needs of youth.

2. Extracurricular activities were considered important in contributing to such values as training for leadership, socialization, opportunity for group experience, improving discipline, and developing the ability to get along with others.

3. A wholesome contribution was made to the development of character, personality, and citizenship in the life of the student.

C. The following conclusions were based on the findings in the *specific areas of the activity*

*program* as reported by the principals and the principals and the evaluating committees of teachers, students, and lay citizens.

1. The home room program in the high schools was weak due to lack of time in the school schedule. The practice, as reported by the principals, of allowing ten minutes daily for the home room period failed to meet the standard criteria as recommended by leaders in the field. Teachers, as a group evaluating the program, indicated the lack of time was a serious problem.

2. Student government should be strengthened. The appraisal committees indicated that the contribution of this activity was excellent; however, the practice as reported by the principals indicated some weaknesses. Nearly 100 per cent of the schools had a constitution, but less than half of the schools had a home room type of student representation which was the recommended standard criteria. Also, there was a great lack of student committees.

3. The practices, as reported by the principals, of using a class period for the assembly program, and of having a committee of faculty and students supervise the program, were in line with recommended standards. The evaluating committees indicated there should be greater correlation between the assembly and class work. There was also lack of facilities and time to plan and prepare good assembly programs.

4. The practice of supervision and limitation of social events by a committee of faculty and students was in line with the criteria as recommended. The evaluating committees indicated there was a lack of students' learning social graces and proper etiquette in the social activities. They also indicated a weakness in that the program failed to provide sufficient leisure time guidance.

5. The practice, as reported by the principals, was for school clubs to meet out of school time. Also, very few schools chartered their clubs. Both of these practices failed to meet the criteria as recommended. The evaluating committees indicated the supervision of the club program was excellent, but that there was little opportunity for students to join a club. Nearly three-fourths of the principals also reported only one to six clubs in their school.

6. Most schools scheduled dramatics on school time and participated in festival work, which was in line with the criteria as recom-

mended. However, the evaluating committees indicated that students did not have sufficient opportunity to plan and help manage dramatic projects.

7. The practice of scheduling speech classes in the school day giving all students an opportunity for speech activity was generally reported, which was in harmony with recommended practice. However, the evaluating committees indicated there was a lack of opportunity for students to read extensively and prepare themselves to appear before an audience. Teachers indicated that leadership, as provided through good speech, existed to only a small extent. Students felt there was little opportunity to help plan and manage speech tournaments and projects. There was indication that the carry-over of the speech program into daily life was not meeting its potential. The program was found to be well supervised.

8. Participation in the music program was good. The practice of scheduling music classes in the school day and of students participating in festival work, was in line with recommended procedure. Students indicated there was little opportunity for the musically gifted student to be discovered and developed. The total responses indicated there was little opportunity for students to be original and creative in music activities.

9. All principals reported that their schools produced a newspaper and a yearbook. Time for publications was allowed in the school day. However, very few schools produced a magazine and a student handbook, which were recommended. The evaluating committees indicated the publications were well supervised, but felt that the publications program could be improved by giving a greater opportunity for the portrayal of school life and by providing an outlet for activities growing out of the classroom.

10. The athletic program was good, generally speaking. The practice of having the athletic program an integral part of the educational program was in harmony with recommended criteria, as well as the reported opposition to girls' participation in interscholastic sports. A weakness in the program, reported by the principals, was that there was not broad participation in intramural sports. Also, there was little participation in some interscholastic sports—golf, tennis, swimming, and wrestling. The evaluating committees agreed with the principals that the athletic program grew out of the physical education program and was an integral part of the

educational program. The appraisers agreed with the principals that variety of participation in sports was lacking. They also felt that the community should be better informed as to the aims and values of the athletic program and that students should have a greater opportunity to assist in planning and managing athletic projects.

11. The commencement program in the high schools was reported to be on a high standard. Principals reported the practice of using the modern type of graduation program that was creative and dramatic and used a new theme each year. The practice was for a committee of administrators, faculty, and students to plan and supervise the commencement program. This met the recommended criteria. Teachers, students, and lay citizens endorsed the practices as reported by the principals as being excellent.

12. The financing of the activity program appeared to be on a stable basis. Practice, as reported by the principals, indicated that nearly 100 per cent of the schools used the centralized type of financial organization. Student activity cards were used by all schools. A high percentage of students purchased the activity cards, which did not seem out of line in cost compared with the median cost over the country. There was no indication that undue pressure was put on students to purchase activity cards. Although the practices of financing the activity program met the recommended criteria, the evaluating committees pointed out that funds for the program were not adequate and that students should have a greater opportunity to plan and approve the budget.

#### Recommendations

The study indicated that the extracurricular activity program in the senior high schools of Utah has made a wholesome contribution to the general educational program and the needs of youth. However, as weaknesses have been indicated in some areas, the following recommendations based on the findings were made:

1. More time and careful planning should be devoted to the home room program. Greater stress should be given there to individual and group guidance.

2. Every school should have a representative type of student government with student committees that give a maximum opportunity for student participation.

3. Administration and faculty should see that adequate time and facilities are allowed to prepare the assembly programs. There should be

a close correlation of the assembly program with class work.

4. In the social program, greater stress should be given to teaching students proper etiquette and social grace. More attention should be given to leisure time guidance.

5. More schools should take advantage of the wholesome contribution the club program can make to the school. The student council in the school should charter the clubs.

6. In dramatics, music, and speech, students should have an opportunity to help plan and manage projects related to these activities. More students should have an opportunity to participate in speech activities. If they cannot do so through elected classes, then opportunity should be provided through required classes such as English and social science. In music, students should have an opportunity to be original and creative and the gifted student should not be neglected.

7. All students should have an opportunity to participate in athletic sports; more facilities should be provided for golf, swimming, and tennis. Schools should provide an intramural program with broad participation and a variety of sports. The season and number of contests in athletic sports should be limited in order to keep a balance in the program. The community needs to be informed as to the values and aims of the athletic program. If the student body is unable to finance its athletic program, it should be subsidized by the board of education. Emphasis should be placed on the values of athletics as they contribute to sportsmanship, team work, cooperation, health, etc., rather than championships.

8. Schools should publish a school magazine and a student handbook. Publications should reflect school activities and be an outlet for activities growing out of the classroom.

9. More attention should be given to helping underprivileged students participate in school activities. If they cannot afford an activity card, ways and means should be provided whereby they may work to pay for it. Schools should give students the opportunity to plan and approve their student body budget. Continual effort should be made to keep school costs to a minimum.

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Editor's Note: This excellent article is part of a dissertation submitted to the faculty of the University of Utah in partial fulfillment of the requirements for the Ph.D. degree.

# ASSEMBLY PROGRAMS

## for January

January is the month for special emphases upon indoor activities, semester examinations, and resolutions. Evaluation of programs given in the old year and plans for those in the new year are objectives of the assembly director.

Turning over new leaves in Father Time's calendar is inspiring for a teacher of speech. As the old year passes, all the errors, unfinished work, and bad habits go with him. With courage and faith, students and teachers face new opportunities for improvement in the service for others.

Problems differ in school assemblies but enlistment of the pupils through the student council, evaluation of the program, and cooperation between faculty members will achieve the desired goal for good audience manners.

In an analytical study of the Enid High School audience, students number twelve hundred. Over fifty are faculty members, most of them having masters degrees. When advance publicity has been given, fifty to one hundred patrons attend.

Recently the evaluation committee and members of the radio-television class recorded an entire assembly. They had a dual purpose—one for evaluation and the other for a public relation program. Students wished to broadcast portions of the assembly on their daily variety show over the local radio station, KGWA.

Evaluation of the program proved to be a good lesson for reviewing fundamentals of interpretation, interviews, and public speaking. The formal opening included the Flag Salute, Bible interpretation, and the Plainsmen's Creed.

### NEW YEAR'S ASSEMBLY

All School Departments

Suggested Scripture: John 1:35-42

A narrator interprets two stanzas from "The Passing of the Year" by Robert W. Service. The scene shows an old man sitting in an easy chair. As the reader interprets, Father Time or the Old Year enters, hesitates, and exits at the stroke of twelve. Then the New Year, a small child, enters with the new calendar. If preferred the New Year may burst through the page

### UNA LEE VOIGT

*Enid High School  
Enid, Oklahoma*

of an old calendar. Effectiveness depends on the minute size of the child.

"Welcome to the New Year" is an appropriate poem to be interpreted as the child hands the new calendar to the school official or the council president.

The emcee calls on the principal, coach, and council president to outline the highlights of the coming year. Variations of this assembly are numerous. Musical suggestions include "Auld Lang Syne" and Mozart's "Minuet." The emcee should introduce the numbers with enthusiastic remarks about the composers.

If preferred, a preview of the school's activities for the coming year can be presented. Events in the school calendar, as basketball, parent's meetings, music and band festivals, track, speech tournaments, class plays, baseball, May fetes, and graduation are represented by students in appropriate costumes or uniforms.

One high school reports presentation of the theme "Wishful Thinking." Representatives of organizations ask the New Year, who reigns in a regal chair, to bring them new uniforms, a winning team, and more members for the Honor Society.

The New Year may call for a selection from each month or Father Time may emcee.

**January** has the theme of "Jingle Bells." A folk dance consists of partners in circle; boys to the girls' left in skating position: Slide four steps forward, then in toward center four steps. Repeat. On the second part, all join hands and take sliding steps to the left in one big circle. On the chorus, partners face. Clap hands three times. Swing partners around once. Repeat.

**February:** A quartet may sing a love song.

**March:** An Irish tap dance or a joke.

**April:** A group starts to sing, or "Singing in the Rain."

**May:** A musical game or violin solo. Attendants in party dresses may wear flowers in their hair.

**June:** A graduate in cap and gown or a boy in appropriate costume interprets Riley's "Knee Deep in June."

**July:** A patriotic tableau commemorating Independence Day.

**August:** All sing "In the Good Old Summertime."

**September:** A skit for "School Days."

**October:** The Witches Dance.

**November:** "When the Frost is on the Pumpkin" or a quilting party.

**December:** A Christmas scene in tableau.

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### INSPIRATIONAL ASSEMBLY

All School Departments

Suggested Scripture: Proverbs 3:13-26

Each new year brings new students to the school. More than one-third of the high school enrollment are pupils adjusting to the new environment. In order to promote school spirit, an assembly emphasizing the school creed is requested by the Principal, D. Bruce Selby. In case a school has no creed, the American Creed is suggested. Laws of Good Americans are printed in the N. E. A. Journal. They are good material for assembly programs.

#### The Plainsman's Creed

I believe in Enid High School, her traditions and ideals; I believe in honesty of everyday tasks and in faithfulness in duty; and I believe in the joy that comes from worthwhile fun, generous comradeship, and loyal service to my school; I believe in modesty in victory and an unconquerable spirit in defeat; I believe in keeping faith with my neighbor, my father and mother, my country, and my God.

The assembly committee for this program consisted of students from the student council; and teachers from the music, physical education, and speech departments. The procedure agreed upon was a dramatization of the School Creed. The president of the student council was to be the emcee. In preparation, the sophomores were requested to learn the creed in their English classes.

The purpose for presenting the creed was to create school spirit, to develop appreciation for the school, and to inspire the students to live up to the ideals of the school. The emcee was to give a brief history in his opening remarks.

"I believe in Enid High School, her traditions and ideals."

The scene was directed by the physical education instructor. Six girls in pep club costumes stood on white pedestals of various heights. Up center, the school flag waved lightly in the breeze. The girls wearing white gloves interpreted through gestures as the school chorus sang the school song, "Hail, Enid High School." Lights created an effective atmosphere and mood.

"I believe in honesty in everyday tasks and faithfulness in duty."

This interpretation was the assignment given

to the speech class. By buzz groups, the solution was to be a psychodrama. The scene was a study hall. A student asked another for his math paper. The boy replied that he would help him by explaining the problem. An announcement came over the public address requesting that a lost purse be brought to the office. A boy returned it. A meeting of a club was the next scene. The narrator related what faithfulness in duty meant by describing a hard-working member.

"I believe in the joy that comes in worthwhile fun."

The scene showed a group in the home. All were singing and playing popular songs. Then a popular girl sang a semi-classical song. A banjo, cornet, drums, and the piano were used. "Man with a Banjo" was featured by the banjo player as the group sang.

"I believe in modesty in victory and an unconquerable spirit in defeat."

This part was highlighted by an inspiring speech by Coach James Keeton. He gave inspiring definitions of sportsmanship. Then a student and history teacher talked for their respective groups.

"I believe in keeping faith with my neighbor, my father and mother."

The scene was the living room. Father and mother inspected Johnny's report card.

"My country and my God."

This was the climax with the flag upstage. The Bible was open on a table at center behind an atmospheric curtain. Then the shadow of the Cross appeared as the chorus sang, "The Battle Hymn of the Republic."

This assembly has influenced the entire school. Boys and girls refer to it in daily conversations. It has inspired and united the student body.

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### SPORTSMANSHIP ASSEMBLY

Speech and Physical Education Departments

Suggested Scripture: John 4:46-54

Basketball games and speech tournaments are on the agenda in January. Every student enjoys the competition. It was Grantland Rice who wrote, "When the Great Scorer comes to mark against your name it is not whether you win or lose but how you played the game."

In a speech the coach of Enid High defines good sportsmanship as the Golden Rule in action.

Talks can emphasize how each group can show good sportsmanship. Yells and songs are used for illustrations. A large chart resembling a thermometer twelve feet high can be present. A school pennant with a string can be used to lower and signify the rate.

The better that students know the rules of the games the more appreciation and enjoyment they receive. When spectators are poor sports, they undermine the athletics. Adults dislike the show and it is the duty of every spectator to do his part to make the activity clean and wholesome. When rowdiness and courtesy stop athletics will be fun for all.

The National Education Association advocates: The Law of Sportsmanship: I will not cheat, nor will I play for keeps or for money. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.

I will treat my opponents with courtesy, and trust them if they deserve it. I will be friendly.

If I play in a group game, I will not play for my own glory, but for the success of my team and the fun of the game.

I will be a good loser or a generous winner.

And in my work as well as in my play, I will be sportsmanlike—generous, fair, honorable.

Pupils may wish to conduct a survey:

#### What's Your Sportsmanship Score?

Qualities showing good sportsmanship	Score (0 to 10)
--------------------------------------	--------------------

1. Cheering good plays by either team
2. Supporting cheerleaders wholeheartedly
3. Cheering injured players who have to leave the game
4. Treating opponents and officials as guests
5. Accepting the decisions of officials as final
6. Respecting school property
7. Respecting the coach's judgment and authority
8. Cheering the substitute as well as the star
9. Learning the rules of the sports I follow
10. Being modest in victory and gracious in defeat

Qualities showing poor sportsmanship
--------------------------------------

1. Booring or rozzing opponents
2. Throwing things on the playing area
3. Applauding opponents' errors and penalties
4. Trying to distract opponents by yelling
5. Being rowdy
6. Being a "sorehead" with a chip-on-the-shoulder attitude
7. Criticizing the players or coach for losing a game
8. Starting—or joining in—a fight after the game
9. Booring the decisions of umpires or referees
10. Bragging about victories or whining over defeats

#### AMERICAN RIGHTS ASSEMBLY

Girls' Organization

Suggested Scripture: John 1:35-42

Since 1956 is leap year, an assembly emphasizing the rights and privileges of women is appropriate for presentation. Whether it is to be humorous or serious is determined by the sponsor.

Readings and selections from the lives of

Joan of Arc, Lucretia Mott, and Betsy Ross are available.

A review of the position of women's rights and contributions will be appreciated. A dramatization of "The Seneca Fall Declaration of Rights" will prove to be educational and entertaining. The presentation of the rights of women in certain states is amusing. January is the anniversary month for the addition of the Nineteenth Amendment to the Constitution.

Members of the American Association of University Women and League of Women Voters have interesting materials for this assembly. The local chapters in every community can furnish speakers.

The rules of parliamentary procedure can be emphasized by presenting a scene climaxing in what happens to an organization if rules of order are not followed. The second scene presents the correct procedure. Many humorous readings centering around this theme are available.

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#### SOPHOMORE ASSEMBLY

Sophomore Committee

Suggested Scripture: Mark 2:1-12

Every year the sophomores need to present an assembly. January is an appropriate time. The following program was directed by Miss Ruth Moore, for the junior-senior reception as a part of the theme "This is Your Life."

The scene is the Little Red School House. The script follows:

#### A Sophomore's Nightmare

Sophomore pantomimes to narration.

Narrator: As the old saying goes, "The early bird catches the worm." It applies to this eager little sophomore as she trudges merrily on her way to enroll at the school. You see, it is enrollment day and she feels sure she will get her choice of classes if she is early. But did she have to come at 6 o'clock? No one is there, of course. Watch her! She tries the door—it's locked! She sits down on the doorstep dejectedly—and falls asleep. Look! she stirs in her sleep—she moans—she must be dreaming. Of what is she dreaming? Oh yes, it is sophomore registration day at good ole E. H. S. in the fall of 1954. Look! here they come—so carefree, so eager, and gay—seeing only the rosy happy future. (Six sophomores enter.) They try the door—where is everyone? Where are the teachers?

Enter "Miss Mighty High," the giraffe.

Narrator: Who's that? (in a stage whisper): That's "Miss Mighty High," the English teacher. It's difficult to enroll in her classes. She enrolls

only those who have a high I.Q. Miss Giraffe powders her nose.

Pig enters, stands at left center.

Narrator: Who's that? Oh, that's the driving teacher, Mr. Road Hog. He is always saying "Clear the halls and get out of my way."

Elephant enters and stands at right center.

Narrator: Here comes Mr. Never Forgets, the history teacher. You always hear him saying, "I meant what I said and I said what I meant—my memory is always right 100 per cent."

Cat enters.

Narrator: Why, here comes a cat. It is Miss Meow, the speech teacher! Listen to her famous words, "Speak the speech as I pronounced it to you trippingly on the tongue and do not mouth it as a good many of your players do!"

Bird enters.

Narrator: Oh, look, here is a birdlike creature. It is Miss Tweet Tweet, the music teacher.

Sound: Off stage a loud roar. All the teachers stand at attention. The sophomores huddle together in a corner and whisper.

A lion enters.

Mr. King Pin, the principal, comes in. He roars "Get in your places, we have a full program. No time for any shenanigans. No teacher has to enroll anyone she doesn't want to. Classes close at five pupils." He paces back and forth and the children go from one teacher to another pleading and begging. The giraffe won't enroll anyone. She is only interested in priming. The sophomores use step-ladders to enroll from the giraffe. At last the principal roars, "All classes are closed." Don't worry if you didn't get enrolled, you can always come back next year. The rest of the day we will spend at the bay. "At the bay?" (in unison). Of course, now hurry along. You know the bay at Government Springs Park. Now the teachers have had a hard day; they have written so many names their joints are stiff and their eyes are dim. You must help them down to the park. Hurry now. We have a full program of fun for you. Take it easy, now. You have plenty of time. Let's have no traffic accidents. Mr. Road Hog leads the way."

#### The Thing

Jean plays music while teachers and pupils are circling stage.

Gregg presents verse as musical reading. Teachers (animals) and pupils step to it, moving toward the box.

#### Verse I

"While we were walking down the beach one bright and sunny day,—  
We saw a great big wooden box a-floating in the bay—

We pulled it in and opened it up and much to our surprise,  
Oh,—We discovered a XXX right before our eyes.  
Oh,—We discovered a XXX right before our eyes.

After verse I—music only through a verse or two while teachers and pupils dance—then Gregg recites:

#### Verse II

"We wandered all around the town until we chanced to meet  
(Enter a wolf in cap and gown)  
A senior looking for a handout on that street,  
He said he'd take 'most any old thing, he was a desperate man,  
But when I showed him the XXX, he turned around and left.  
Oh, when we showed him the XXX, he turned around and left.

Then Gregg says "Left (could be last word of verse)"  
"Left! Left the thing and teachers are in a starving condition without any ginger bread. Did he do right, right by the teachers by jingo he had a good thing and he left-left-Halt!"

#### Gregg says Verse III

"I wandered on for many years, a victim of my fate,  
Until one day I came upon Saint Peter at the gate,  
And when I tried to take it inside he told me where to go:  
Get out of here with that XXX and take it down below.  
Oh, get out of here with that XXX and take it down below.

Gregg sings last verse after teacher leads pupil out.

#### Verse IV

"The Moral of the story is if you're out on the beach,  
And you should see a great big box, and it's within  
your reach,  
Don't stop and open it up, that's my advice to you,  
'Cause you'll never get rid of the sophomores, no matter  
what you do.  
Oh, you'll never get rid of the sophomores, no matter  
what you do."

They circle the stage and do a dance to the music, "The Thing." The teachers close in on a large box and the sophomores try to guard it but finally they knock the box over and a sophomore runs out. The sleepy girl on the stage screaming in her dream and Miss Jones, a teacher, runs out and comforts her.

#### Cast

Elephant	Bird	Six Sophomores
Giraffe	Cat	Wolf
Pig	Little Sophomore	Delivery Boy
Lion	The Thing	Teacher

Masks were life-size, made from papier-mâché by students of the art department. All animals walked upright. Gloves resembling paws or feet were used.

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# News Notes and Comments

## Planning the Yearbook

"Know Where To Go for Yearbook Helps," May, 1955, **Scholastic Editor**, is a mine of information for those planning the yearbook for 1956. An enterprising editor, with a yen for information, can develop quite a mass of firsthand helps that will support a good many arguments in staff meetings during the year.—The School Press Review

## High School Income Tax Course

The Internal Revenue Service is making available to each school, upon request, sets of tax instruction materials designed for use in the classroom. Included in the set are teachers' discussion guides and student handbooks showing several typical tax situations found at different income levels; sample tax forms which may be used for working out tax problems and enlarged copies of forms for bulletin and blackboard use. In addition, there is a special section devoted to the special tax problems of farm income.

Educators interested in these tax teaching aids may contact their local Directors of Internal Revenue, who will be able to furnish them the necessary information about the course. Or the kits may be ordered from the Public Information Division, Internal Revenue Service, Washington 25, D.C.

## Winning Photographic Awards

More than 250 teen-age photographers shared a \$5,000 cash jackpot when winners were announced for the Tenth Annual National High School Photographic Awards. The teen-agers, representing practically all of the 48 States and U.S. Territories, were finalists in the nation's leading picture-taking competition for young people in high school grades 9 to 12, inclusive.

Picture subjects ranged from interesting still life studies which the young photographers had very carefully set-up for picture taking purposes, to snapshots rich with human interest, which lucky young photographers had caught on their vacation trips. All photographs entered had to be the work of the picture taker. Rules of the competition permitted the young photographers to have their photos developed and printed by commercial sources if they so chose.

In addition to cash prizes and Certificates of

Merit, the young folks were competing for positions on the National High School Awards traveling photographic salon which will go on tour this fall and will be displayed at hundreds of high schools, school meetings, and other groups throughout the year.

The 1955 National High School Photographic Awards was sponsored by the Eastman Kodak Company, Rochester 4, New York, and was approved by the Contest and Activities Committee of the National Association of Secondary School Principals.

## Advent Cards

An enchanting old-world custom can serve to deepen a youngster's appreciation for the meaning of Christmas, besides providing a month's solid amusement in advance of Santa's visit.



The custom is the opening of one of the tiny doors in an Advent card, or calendar, on each of the 24 days preceding Christmas. The cards tell the Nativity story, a fairy tale, Yule customs around the world, and other age-old favorites by means of miniature pictures or sayings revealed behind each door.

Advent itself, the four weeks preceding Christmas, has been observed by Christian churches for centuries as a period of preparation for the coming of the Christ Child.

Advent cards, it is thought, grew out of an even older tradition of an Advent wreath—a large holly wreath placed in the center of the family table. A paper star on which was written a Biblical verse was added to the wreath each weekday and a candle was added and lighted on each successive Sunday of Advent.

READ! THINK! STUDY!  
 Believe! Evaluate!  
 EXAMINE! Utilize! TEST!  
 INVESTIGATE! ACT! ASSIMILATE!  
 Keep! APPLY! USE! Patronize!  
 SCRUTINIZE! TRY! ACT! BUY!  
 BENEFIT! ORDER!  
 DELIBERATE! BUY! Be Glad! Thrill!  
**REJOICE!**

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### Organization and Competition

The University Interscholastic League was organized in 1910 as a 28-school debating society, as stated in the "Texas Outlook." The league has since grown to comprise nearly every school in the state, with student participants numbering well over 300,000. The fields of competition include debating, declamation, poetry reading, extemporaneous speech, ready writing, typing, shorthand, journalism, math, one-act plays, tennis, golf, and track and field events. Other contests are held in music, football, basketball, and baseball.

### Club Promotes Safe Driving

Improvement of driving habits has been achieved at Stover high school by formation of a Safe Driving Club under the sponsorship of the principal, David M. Wilson. The club was needed because drivers training classes were not available.

Besides individual motorist courtesy, the club members made and erected traffic control signs near the school, and drew up and posted on the school bulletin board a list of safe driving rules adopted by the club.—School and Community

### Safety Film Award

The film "Fire in Their Learning," produced by the National Commission on Safety Education, was awarded a recognition of merit certificate in the Golden Reel Film Festival. The festival is sponsored annually by the Film Council of America.—N. Y. State Education

### Corporations Finance Scholarships

Corporate giving to individuals and colleges for scholarships and scholarship-support has grown tremendously from about 6 million dollars in 1936 to 40 millions in 1948 to 70 millions in 1953. The 1956 total will be much higher.

—The Spotlight

### More Sports For More Boys and Girls

The N.Y.S.P.H.S.A. Sport News reveals a gain in athletic and intramural sports.

The annual reports of our 697 member schools show that thirty-one interschool sports were conducted in New York State last year. A tabulation of the information given by each school on its 1954-55 Registration shows also that seventeen sports had higher percentages than for the previous year. A steady increase is indicated in the percentage of schools conducting eight or more sports —57.1% compared to 55.9% for 1953-54; or 53.4% for 1952-53."

An excellent 72-page 1955-56 Handbook has been published by the Association. Headquarters are located at Malverne, New York.

# How We Do It

## LIVE TRAPPING SMALL MAMMALS

The following activity grew out of the desire of several students who desired to gain some first-hand knowledge about nature study. Their enthusiasm and ideas have permeated the classroom. Their first hand experience will certainly be a long lasting one.

Trapping small mammals as a part of nature study can be very interesting to many students. It affords them a first-hand opportunity to become acquainted with the out-of-doors. An evening in the woods and in the fields is a refreshing experience after a series of humdrum classes in a school building. Under careful guidance and direction by the instructor their eagerness can be converted into a real educational activity.

The United States abounds with small mammals such as mice, shrews, voles, moles, chipmunks, squirrels, and others. Their environments are varied. Their activities change with the season. Their daily routines fluctuate with the wide variety of external forces. They are sorely misunderstood and information on many of their life histories and ecologies are lacking.

In this instance, a trapping project is being carried on by four students under the careful guidance of the instructor. A specific effort is being made to find information on the taxonomy of species trapped, to study home range, to determine populations and their fluctuations, and to map burrows and homesites in regard to their surroundings.

Besides these specific goals a student learns the kinds of plants and their role in the scheme of nature in the specific locality, the influence of the weather, and to study the geology of the area. Accurate records are kept throughout the time of the project.

### Part I. The Trap and Other Equipment Used

The trap used in this study is according to diagram below.



The tripping mechanism is an ordinary mousetrap. The top and door are constructed

with twenty-six gauge galvanized sheet metal. Other parts are made in the school shop and are from vegetable crates which have been discarded by local stores.

One hundred of these traps were produced by mass production methods in the school shop with each boy working on one phase of their construction. A small set of tools is necessary to make minor adjustments at the time of checking the traps. These tools include a pair of pliers, small screwdriver, tin snips, and cutting pliers.

This live trap functions well provided that wool batting or other similar material is placed in it. Animals will build a temporary nest in this material. Since most animals are nocturnal, this became the material where animals were encountered when traps were checked. Gloves are worn to protect the handler as animals are marked and released.

### Part II. Bait

A suitable bait is always a problem in animal trapping. A good all-round bait was found to be a mixture of peanut butter and oatmeal mixed to a fairly firm consistency. To this was added a few well-chopped raisins and finely ground bacon. Insectivores such as the shrews and shrew-moles are reluctant to take this bait except under extreme weather conditions. Squirrels and chipmunks may take this bait occasionally.

### Part III. Instruments

The following instruments were placed by the students in a secluded place in the trapping plot.

1. Maximum-minimum thermometer to record daily temperature extremes.
2. Thermometer to measure temperature of rodent burrows.
3. Rain gauge.
4. Humidity gauge.
5. Barometer.

Students kept an accurate recording of weather data. Later this data was compared with populations and animal activity. This data could have been obtained from the local weather observer but it was felt desirable that students should have first-hand information on this type of activity.

#### Part IV. Selection of the Trapping Plot

One full day was spent in scanning the local area was in a logged-off area which was covered the permission of the owner to use part of his property to carry out the investigation. Several property owners were willing to cooperate in this venture. The final selection of a trapping area was in a logged-off area which was covered with most of our native species of plants.

Traps were placed in a grid. Twenty-five feet distances were allowed between each trap. A diagram is shown to illustrate this.

#### Part V. Keeping and Interpreting Data

Each trap in the grid is numbered and its position plotted on a map. As animals are trapped, they are marked either by clipping toes or cutting slits in the ears. Dyes were tried without success. Notations were made regarding sex and maturity. Data was collected regarding the types of food available and the protection which could be afforded by logs, brush, plants, etc.

Dead animals are occasionally taken. Exact measurements are taken and recorded. Females are examined for embryos. Animals are then stuffed into museum skins.<sup>1</sup> The first prepared skins were prepared by the instructor and were guides for those later prepared by the students.

Over a period of time two types of data became fairly constant. Home range data can be obtained by recording the activities of a particular animal and comparing this data with that collected concerning a similar animal of the same species.

As animals are caught, marked, and released, this data is transferred to the map of the positions of the traps. Over a period of time, one can estimate the home range of a particular species under a given set of conditions. An estimate of the population of the area can be determined by keeping an accurate account of the animals taken of each species.

However it must be remembered that transient animals will traverse the area. This is particularly true of the larger mammals. Weather data may be plotted against both the home

range data and the population data and some generalizations may result.

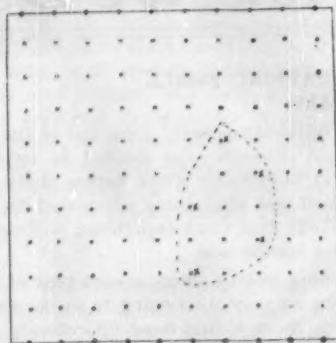


Diagram to show how one animal of one species was caught in different traps on five occasions during the trapping period. Each circle indicates a trap. Each 'x' indicates that the animal was caught in that trap. The dotted line indicates the probable home range of the animal. The average is taken from a number of this type of datum.



This picture shows two students discussing daily catches of animals.

Elmo F. Little, Alexander Hamilton Junior High School, Seattle, Washington.

#### PINATAS ARE FUN

##### AT ANY TIME

Whatever the occasion for celebration in Mexico or just north of the Rio Grande, a pinata always hangs ready.

At Christmas, for New Year, a birthday, the end of school, a loved one departing, to welcome someone home, or just for fun, the pinata is suitable.

Now, what is this thing called a "pinata"? To answer the question is almost like answering teen-agers several years ago who asked, "What is 'the Thing'?" The pinata takes on various shapes and forms. In fact, since they are all hand made, no two pinatas are the same. Basically, however, they are all kin.

The real pinata, as conceived in Mexico, has for its foundation a clay jar, called an olla (pronounced OH-YA). The filling for the pinata varies with each one, since the "goodies" of different localities also vary. Along the border in the last few years, we have used nuts, bub-

<sup>1</sup>. An excellent guide for the preparation of museum skins is *A Field Collector's Manual in Natural History*, prepared by members of the staff of the Smithsonian Institution. Washington, D.C., 1944.

"THE OLD SCHOOLMASTER" says:  
"Yes! If it's published I have it!"

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ble gum, and paper-wrapped candies, since no germs can be picked up from the floor in using these treats. I will admit that it was more fun some years ago (before we were so germ-conscious) to use gum drops and other unwrapped candies.

The top, or mouth of this jar is open, until covered in some way by the pinata itself. One of the most popular coverings for the jar is that of a bird, usually a swan type. The frame for the bird fits around the outside of the jar, and thus, there will be a wing on each side of the jar.

These birds do not try to represent the true coloring of the bird depicted, but are usually of some bright pink or blue. The feet are not shown, and the bottom of the jar is the breast and lower part of the bird. The feathers are of paper, usually a thick tissue. This paper is cut into thin strips, pulled over a sharp edge, such as a knife or scissors, and curled. The paper curls are then pasted on the frame.

Around the mouth of the jar is fastened a strong wire, with a handle of wire attached. The pinata is hung by another wire to a long wire which extends across the room or patio. A rope attached to the pinata's handle is used to pull the pinata from side to side to keep it from being broken by the first few who try.

The procedure for breaking the pinata is to blindfold the child (or grown-up, as the case may be) and give him a strong stick with which to strike at the pinata. He is told how many strokes are allowed, usually two or three.

The pinata is given a center position and the child is placed, blindfolded and with stick in hand, immediately in front of it. He cannot move from the position. Therefore, his first stroke is usually his only chance to break the pinata since the person who is assisting with the pinata will pull it to the side quickly after the signal has been given to strike.

He misses! Another child comes up to bat. This continues until the lucky one succeeds in breaking the prize. Usually a meek little child, or an honored one, is the one to break the pinata since it is not pulled out of that person's reach.

Just as the fillings are varied, so are the ways of making the foundations for pinatas. Some are made by decorating huge paper bags from the grocery store, but the main objection here is that they are too hard to break. Some are made on wire frames and covered with paper, and some are made on lightweight cardboard boxes.

Be assured, whatever the filling for your pinata, whatever it represents—bird, boat, animal, star, Santa Claus, or just a dash of color—

it will be lots of fun.—Berta Clark Lassiter, Centennial School, Alpine, Texas; The Texas Outlook

#### ALL NEW NEWSPAPER ADVISERS BEWARE

A bottle of aspirin and a strong constitution will assure the survival of "most" first year high school newspaper advisers. But a well-organized program based on forethought and the experience of others is undoubtedly better preparation for the job.

There are two vital factors to be considered by the new paper adviser—time and money. How and when will the paper be written? From what source will the operation funds be drawn? Uncertainty or confusion on either or both of these matters could result in disaster.

A high school newspaper may be organized as an extracurricular activity or as a journalism class. It may be anything from a mimeographed monthly to an elaborate letterpress weekly. Yet regardless of organization or size, time is one of the raw materials necessary to a superior product. Writers, editors, and adviser must spend many hours before a good publication is ready for the stands.

A new adviser should question the time of

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her students. If her editor-in-chief is also class president, a basketball hero, and honor student, chances are that some job will be slighted. She should, in addition, carefully check her own schedule. If she has a journalism class with which to work, her task is easier. If not, her teaching load should be lightened to allow free time for correcting, editing, proof reading, and supervision of her staff. All too often, too little time and too much work equal lower quality newspaper.

The second problem might best be considered by examining the case of Mr. X, who was told with pride by his principal that the paper he would advise was to be self-supporting. Without questioning which self did the supporting, Mr. X began to publish his monthly in the high school of 1000 students.

After the sale of the first issue, it was clear that extra money was needed. Advertising and sales only covered three quarters of the printing expenses, even though the printer's rates were reasonable. So the long parade began. Book covers were sold and a cake sale held to finance the second issue. Later fund-raising activities included a refreshment stand at the football games, a theater party promoted by a city-wide ticket selling campaign, a student-faculty basketball game, and the sale of pennants, decals, sweat shirts, and fuzzy dogs.

During the fuzzy dog selling era, Mr. X went to his principal and explained that these are not the usual duties of the school newspaper adviser. This was a story with a happy ending, however, for the principal was understanding. He assigned the business-end of the paper to a member of the business department, thus relieving Mr. X of duties he was neither equipped to handle nor had time to operate efficiently.

Money may present the most acute problem to the new paper adviser. Many schools arrange for paper funds from a general treasury raised mainly through the sale of student activities tickets. The board of education or P.T.A. has often provided financial aid. Of course, the best way to earn funds is by boosting the sale of the paper. Clever advertising campaigns before each issue will often produce the proper effect. The financing method one chooses, however, is less important than the provision for some definite program and the appointment of a qualified teacher to administer it.

A new assignment can be a challenge which one is anxious to meet. But it can also be an ordeal. An honest approach to the problems of time and money may make the difference.—Kathy Douglas, Student, State Teachers College, Montclair, New Jersey

## What You Need

### PAMPHLET DISCUSSES PICTURE PROJECTION

The problem of projection pictures in the brightly-lit, well-ventilated classrooms of today's modern schools is discussed and analyzed in a new pamphlet, "The Role of Projection Screens in Lighted Classroom Projection," by Herschel Y. Feldman, vice president of sales, Radiant Manufacturing Corporation. Copies of the pamphlet may be obtained free of charge from Radiant Manufacturing Corp., 2627 West Roosevelt Road, Chicago 8, Illinois.—Ohio Schools

### A SCHOOL NEWSPAPER IS POSSIBLE

How to establish and operate an effective school newspaper at lowest cost is explained to teachers in a 24-page booklet available from DITTO, Incorporated, Chicago, manufacturer of duplicating machines and supplies.

Titled "Why and How To Publish a School Newspaper," the handy illustrated booklet covers all phases of school newspaper publication, from financing the paper to writing news and feature stories.

Copies are available to teachers at no charge from DITTO, Incorporated, 2243 W. Harrison St., Chicago 12, Ill.

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Christmas

# The Job SECURITY of a Good Teacher is a matter of PUBLIC RELATIONS

"Teacher Teamwork With a Problem Public" is highly worthwhile reading. The author does not hesitate to call a spade a spade. He brings to the surface many of the undercurrents in the educational world which are hushed up or not frequently enough discussed in open conference."

-N. L. ENGLEHARDT in SCHOOL EXECUTIVE.

The teacher's biggest problem is not teaching his students the fundamental subject-matter of the courses in which he is professionally qualified.

It is, instead, the problem of "teaching" the vast, indefinite "public" just what a school system is for and how it is organized to do that job. It is the problem of integrating himself or herself into a community which, while perhaps not actively hostile, can nevertheless make a teacher's life unhappy by demanding higher standards than the parents themselves are willing to set for their children.

"TEACHER TEAMWORK WITH A PROBLEM PUBLIC" defines these difficulties by outlining their historical origins. The second part of the book,

entitled "So What?" then proceeds to list and discuss ways in which the teacher can meet these situations. Included are the personal qualities that make a good teacher, the merits of effective teacher organization, how to achieve teacher-parent cooperation, public enlightenment and the means for obtaining it through newspapers, school programs, etc.

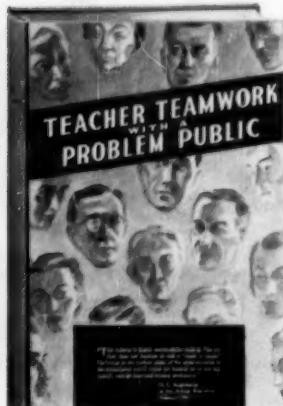
This book is a positive and constructive treatment of the basic problem of our public schools—the problem of public understanding, cooperation, and support. It shows the teacher how he or she can change mere acceptance of a school program to active endorsement, and replace public indifference with sympathetic enthusiasm.

## "Teacher Teamwork with a Problem Public"

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